

GROWING TAPS: THE COMMITMENT PROGRAM

In order to ensure an ongoing effort to grow and maintain programs, each TAPS program is expected to commit to three yearly goals chosen from the following six areas: Program Development, Evaluation, Local Support, Community Connections, Professional Development and Public Communication. See the link: [Fulfilling TAPS Goals](#) for strategies that can be used to meet these goals. Most of the listed options are drawn from successful strategies implemented by TAPS programs across the state. Individual programs may suggest their own strategies to be approved by the Arts Council. Applicants will list their chosen goals and strategies on their application and assess their success in their final report. Arts Council staff is available to discuss how to select and achieve appropriate goals. The Arts Council will evaluate programs based on compliance with basic requirements and the achievement of yearly goals. Repeated failure to achieve yearly goals may result in suspension of funding.

Goal Categories

Program Development: Program development encompasses growing enrollment, engaging students and their families and expanding the TAPS program curriculum.

Evaluation: Ongoing program assessment is critical to the long-term success of each program. Tracking student progress insures that programs are accountable. Assessment requires working closely with instructors to insure success. *Instructor feedback is the backbone of successful TAPS programs.*

Local Support: Programs need to raise matching funds and to grow their programs through direct fundraising within their communities. By cultivating local relationships, TAPS programs both increase their own resources and expand awareness of TAPS throughout the community. Local support can take the form of volunteers who facilitate the implementation of TAPS programs or of an organization that creates fundraising and partnership possibilities.

Community Connections: Music and performance-based TAPS programs provide opportunities for students to perform in groups or as soloists at local venues. This experience educates students about performance etiquette and provides them with stage experience. Community performances also encourage local knowledge and interest in TAPS programs and in regional music. Public programs create opportunities for traditional musicians to interact with TAPS students as well as expose students to a wide variety of vernacular music and musicians.

Visual and other arts-based TAPS programs provide opportunities for students to demonstrate and/or display their TAPS activities to the community. Programs create opportunities for traditional artists to interact with TAPS students and expose TAPS students to a wide variety of vernacular art and artists.

Professional Development: TAPS programs elicit and observe needs and requests from instructors and fulfill them. Programs provide opportunities for instructors to share their experiences with other TAPS instructors and to acquire skills useful to their teaching experience.

Public Communication: TAPS programs develop ongoing methods for sharing information. A strong TAPS program will maintain communications with parents, local news agencies and social media and keep the public informed of TAPS activities and enrollment opportunities.